Rewards and Sanctions

School Improvement 101

Idaho's Next Generation Accountability System

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Overview of Idaho's ESEA Waiver

State Developed Differentiated Recognition, Accountability and Support

Supporting Effective Instruction and Leadership

Idaho's Next Generation Accountability System

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Overview of Idaho's ESEA Waiver

Purpose of Waiver

Federal:
- **To bridge the gap while Congress works to reauthorize NCLB**
- **To provide additional flexibility to states and districts**
- **To align states to Race to the Top initiatives**

State:
- **Establish a new higher level of accountability that uses multiple measures to determine a school's performance**
- **Align Idaho's accountability system with Students Come First**
- **To implement a comprehensive plan for public education in Idaho**

Three Principles

Principle 1: College and career-ready expectations for all students

Principle 2: State developed differentiated recognition, accountability and support

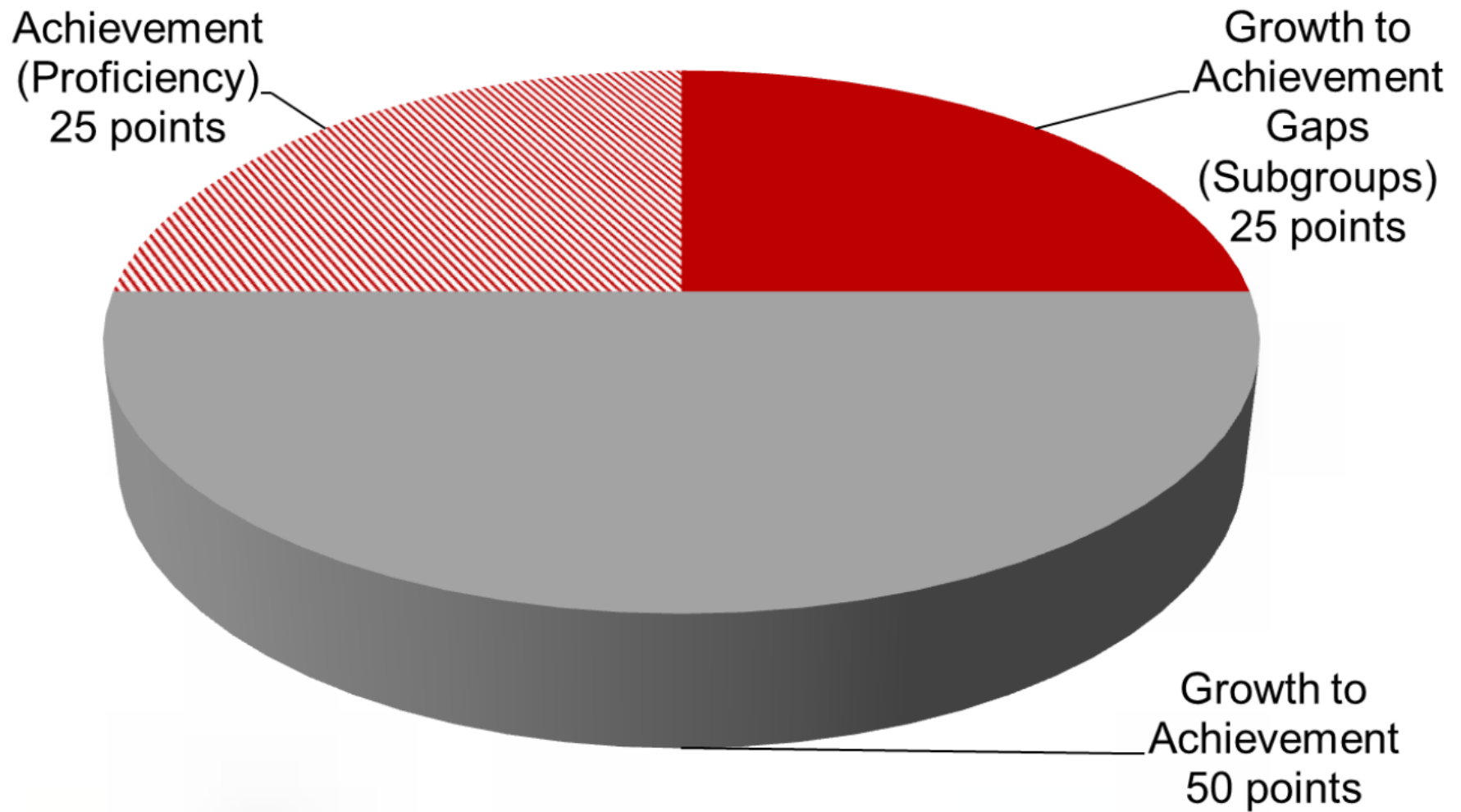**Principle 3: Supporting effective instruction and leadership**

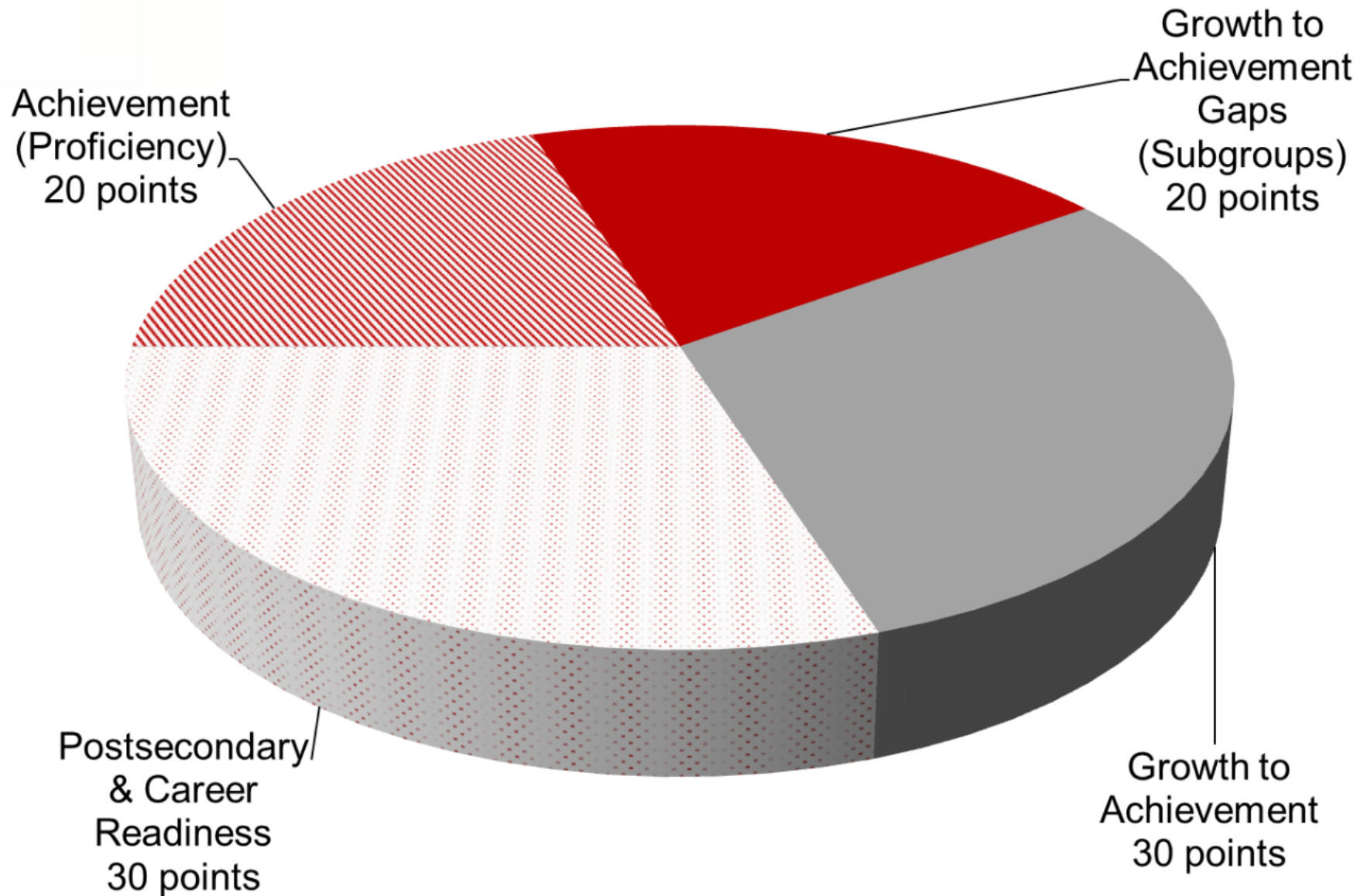# State Developed Differentiated Recognition, Accountability and Support

Five Star Rating System vs. Letter Grades

Elementary and Middle Schools

Achievement
(Proficiency)
25 points

Growth to
Achievement
Gaps
(Subgroups)
25 points

Growth to
Achievement
50 points

High Schools Serving Grade 12

Growth to Achievement Gaps (Subgroups) 20 points

Achievement (Proficiency) 20 points

Postsecondary & Career Readiness 30 points

Growth to Achievement 30 points

Idaho's Accountability Measures

	Achievement	Growth to Achievement	Growth to Achievement Subgroups	Postsecondary and Career Readiness	Participation
Points/Weight *Schools with Grade 12* *All other Schools*	20 points 25 points	30 points 50 points	20 points 25 points	30 points N/A	Star Rating Change
Measure	Idaho Standards Achievement Tests (ISAT) Idaho Standards Achievement Tests- Alternate (ISAT-Alt) • Reading (33.3%) • Language Usage (33.3%) • Mathematics (33.3%)	Idaho Growth Model • Reading (33.3%) • Language Usage (33.3%) • Mathematics (33.3%)	Idaho Growth Model • Reading (33.3%) • Language Usage (33.3%) • Mathematics (33.3%)	Graduation Rates (~~33.3%~~) **50%** College Entrance/Placement Exams (~~33.3%~~) **25%** Advanced Opportunities (~~33.3%~~) **25%**	Participation rate (100%)
Standard	% of students proficient and advanced	Median Student Growth Percentile (SGP) Normative growth relative to like peers Adequate Student Growth Percentile (AGP) Criterion referenced growth relative to proficiency target.	Disaggregated subgroups: • **Free/Reduced Lunch Eligible** • **Minority Students** • **Students with Disabilities** • **Limited English Proficient Students** Median Student Growth Percentile (SGP) Normative growth relative to like peers Adequate Student Growth Percentile (AGP) Criterion referenced growth relative to proficiency target.	Graduation rate College Entrance/Placement % of students reaching the college readiness score on SAT, ACT, ACCUPLACER or COMPASS Advanced Opportunities % of total eligible students (juniors and seniors) completing at least one AP, IB, dual credit or Tech Prep course. % of student completers reaching receiving a C or better in an AP, IB, dual credit or Tech Prep course.	Participation Rate Schools and Districts must test 95% of all students and all subgroups in each subject on the ISAT and ISAT-Alt. Participation rates less than 95% will result in a decrease by one star the overall school or district rating.

to at least a Three Star or

Achievement Points Eligible

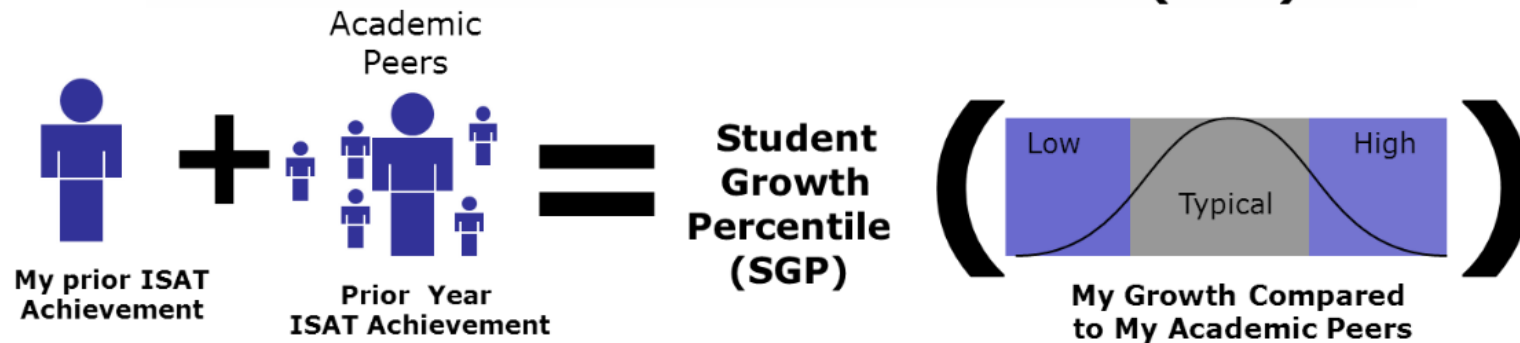| Percent Proficient and Advanced	Points Eligible
95% - 100%	5
84% - 94%	4
65% - 83%	3
41% - 64%	2
≤ 40%	1

Growth Terms
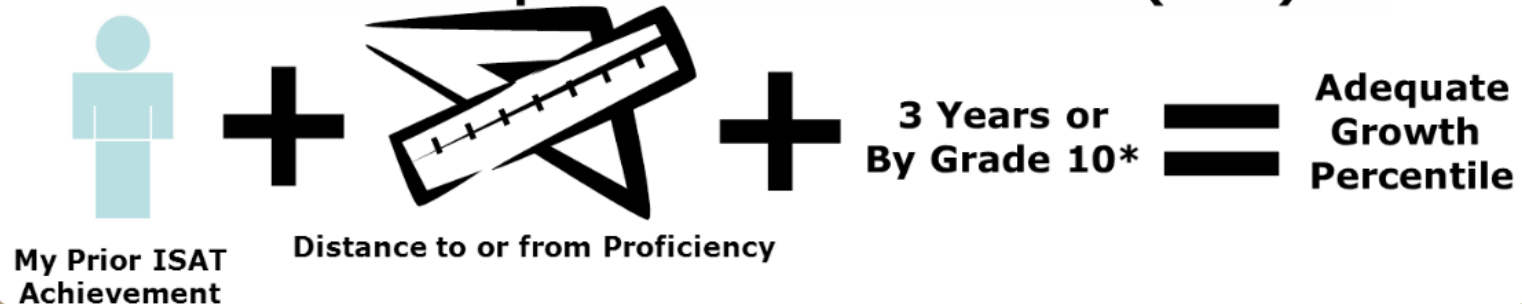
Idaho uses two different types of growth measures:

- **Student Growth Percentiles (SGP) –a normative measure. It compares students with other like-performing students across the state. An SGP produces a relative percentile score (such as 70th percentile) that tells the student that they scored better than 69 percent of students who had scores like them in the previous year in the state.**

- **Adequate Student Growth Percentiles (AGP) – a criterion-referenced measure relative to proficiency. It measures how far away from proficiency a student is and answers: "how much growth would a student have to make to reach proficiency in three years or by 10th grade." A student can make 70th percentile growth and still not meet AGP goals.**

Understanding Growth Percentiles

What is Student Growth Percentile (SGP)?

My prior ISAT Achievement + Academic Peers (Prior Year ISAT Achievement) = Student Growth Percentile (SGP) (Low — Typical — High: My Growth Compared to My Academic Peers)

What is Adequate Growth Percentile (AGP)?

My Prior ISAT Achievement + Distance to or from Proficiency + 3 Years or By Grade 10* = Adequate Growth Percentile

Adequate Growth Flowchart

DID THE SCHOOL MEET THE ADEQUATE GROWTH PERCENTILE? SGP≥AGP?

Yes, met Adequate Growth Percentile (SGP≥AGP)	No, did not meet Adequate Growth Percentile (SGP<AGP)

Median Student Growth Percentile (SGP)	Points	Median Student Growth Percentile (SGP)	Points
66-99	5	70-99	5
52-65	4	61-69	4
43-51	3	51-60	3
30-42	2	36-50	2
1-29	1	1-35	1

For example:
• What was my school's median growth percentile in elementary math? **87**
• What was my school's median adequate growth percentile in elementary math? **83**
• Did my school meet adequate growth in elementary math? **Yes**, my growth was adequate because my median growth percentile (SGP) in elementary math is more than my median adequate growth percentile (AGP) in math. **Using the YES scoring guide**, my growth in elementary math earns me **FIVE points**.
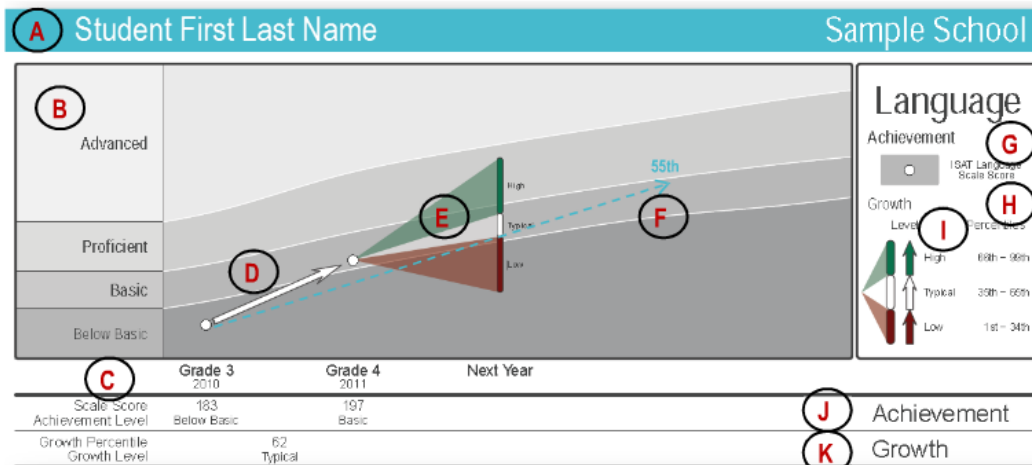**Graduation Rate Eligible Points**

Growth to Achievement Subgroups

- Free and Reduced Lunch Eligible
- Minority Students
- Students with Disabilities
- Limited English Proficient Students

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hawaiian/Other Pacific Islander
- Hispanic or Latino

How to Read Student Growth Reports

A. Displays the student's name and school in which the student had been continuously enrolled in SY 2010-2011
B. Lists the proficiency level
C. Displays the student's grade and school year
D. Student Growth Percentile (SGP) is represented by the arrow between the two white circles, refer to I.
E. Displays the projected growth levels necessary to earn proficiency next year
F. Adequate Growth Percentile (AGP) is represented by the dotted line (display coming late 2012)[1]
G. Displays the subject
H. Scale score is represented by the white circle (○)
I. In the state of Idaho, the green growth arrow is considered high growth; white is typical; and red is low, refer to D.
J. Displays the student's scale score and proficiency level
K. Displays the student's growth percentile and growth level

Scale Score and Proficiency Level
Scale scores provide a measure of achievement that allows for valid comparisons across students within the same grade and subject. The scores are grouped into four proficiency levels.

Growth Percentile
Student Growth Percentile (SGP) provides a norm-referenced measure of academic growth by comparing the student's scale score to that of the student's "academic peers." all Idaho students being tested in the same grade-level subject and having a similar ISAT scale score in that subject prior to the current year. The student must have two consecutive years of test results and should not have been retained or have skipped a grade in order to receive a growth percentile.
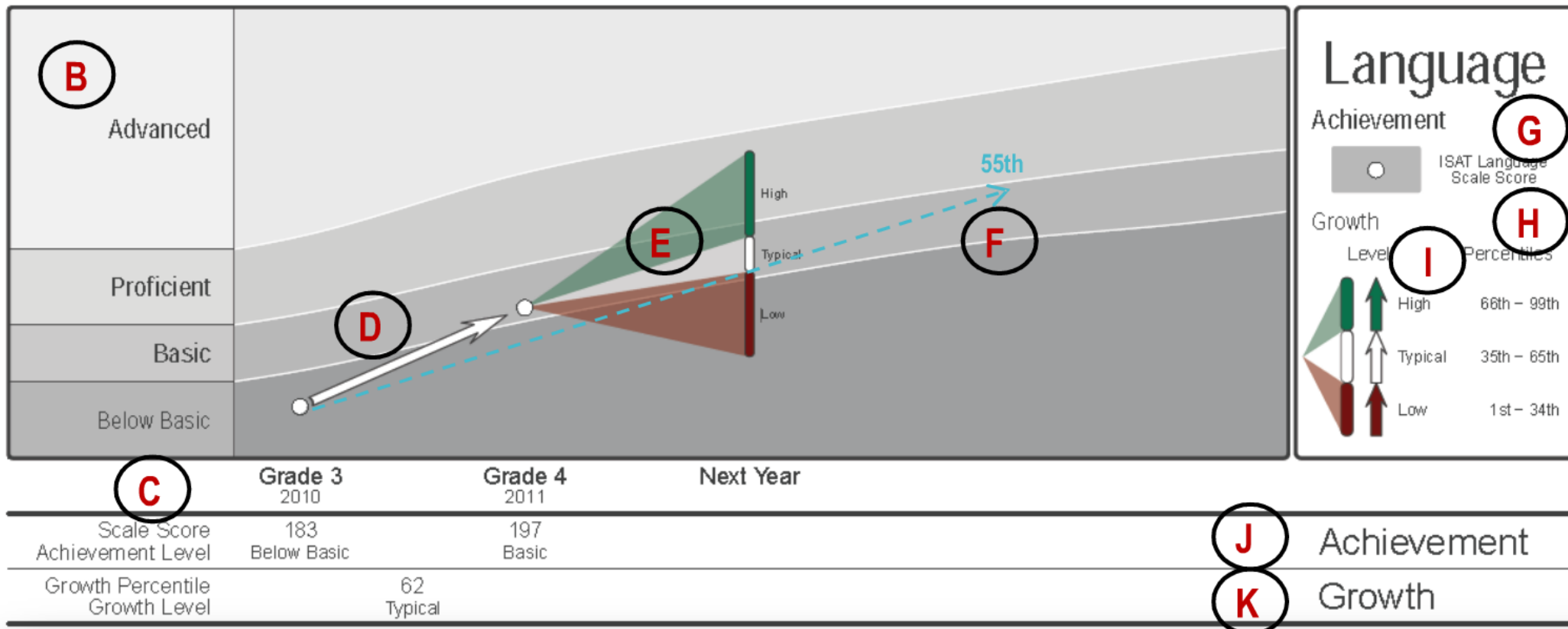
Adequate Growth Percentile (AGP) provides a criterion-referenced measure of academic growth by predicting how much growth is necessary to keep or achieve proficiency in three years or by 10th grade, whichever comes first.

Interpretation of Chart
This student's scale score was 183 (Below Basic) on third grade ISAT Language in 2010 and 197 (Basic) on fourth grade ISAT Language in 2011. The student made 62 percentile growth between 2010 and 2011, which is considered typical growth. Therefore, the student has grown as good as or better than 62% of his/her academic peers in the area of language. The student needs to obtain high growth (SGP≥66th percentile) next year in order to achieve proficiency in fifth grade ISAT Language. From the student's third grade score, it was projected that the student needs to earn at least 55th percentile growth every year for the next three years to achieve proficiency in sixth grade ISAT Language. Because the student made adequate growth this year (SGP≥AGP), the student is on the right track to achieve proficiency by 2013.

| A | Student First Last Name | Sample School |

B Advanced
Proficient
Basic
Below Basic

Language
Achievement
ISAT Language Scale Score
G
H
Growth
Level Percentiles
I
High 66th – 99th
Typical 35th – 65th
Low 1st – 34th

55th
High
Typical
Low

E **F** **D**

	Grade 3 2010	Grade 4 2011	Next Year
C Scale Score / Achievement Level	183 Below Basic	197 Basic	
Growth Percentile / Growth Level		62 Typical	

J Achievement
K Growth

A. Displays the student's name and school in which the student had been continuously enrolled in SY 2010-2011
B. Lists the proficiency level
C. Displays the student's grade and school year
D. Student Growth Percentile (SGP) is represented by the arrow between the two white circles, refer to I.
E. Displays the projected growth levels necessary to earn proficiency next year
F. Adequate Growth Percentile (AGP) is represented by the dotted line (display coming late 2012)[1]
G. Displays the subject
H. Scale score is represented by the white circle (○)
I. In the state of Idaho, the green growth arrow is considered high growth; white is typical; and red is low, refer to D.
J. Displays the student's scale score and proficiency level
K. Displays the student's growth percentile and growth level

Graduation Rates

Graduation Rates	Points Eligible
90% - 100%	~~5~~ 10
81% -89%	~~4~~ 8
71% - 80%	~~3~~ 6
61% - 70%	~~2~~ 4
≤ 60%	~~1~~ 2

College Entrance/Placement Exam Eligible Points

COMPASS	Writing Skills	Reading - English	Math - Algebra	ACT	English	Math	SAT	Reading - English	Math	Writing
ESEA Waiver Recommended Benchmarks	77	88	52	21	18	22	1550	500	500	500
COMPASS Benchmark	77	88	52	ACT Benchma	18	22	SAT Benchmark	500	500	500

1. Benchmarks are scores that indicate a student has a strong probability of success in college courses. Remediation scores are listed for each institution and are the scores that indicate a student may need to take a remedial, non-credit bearing

ACT: Students who meet a Benchmark on the ACT or COMPASS have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance of earning a C or better in the corresponding college course or courses.

SAT: Students who meet a Benchmark on the SAT, which is a score of 1550 (critical reading, mathematics and writing sections combined - 500 each section), indicates that a student has a 65 percent likelihood of achieving a B average or higher during the first year of college.

ACCUPLACER PLACEMENT TEST CUT SCORES								
ACCUPLACER	Arithmetic		Elementary Algebra		Reading Comprehension		WritePlacer	
	Cut	Scale	Cut	Scale	Cut	Scale	Cut	Scale
ESEA Waiver Recommended Benchmarks	116	1-120	112	1-120	88	1-120	4	1-8
Idaho Institution Standard Setting Cut Scores	116	1-120	112	1-120	88	1-120	4	1-8

Year 1 - School Year 2012-2013

Percent of Students Meeting College Entrance or Placement Benchmark*	Points Eligible
25% - 100%	5
20% - 24%	4
15% - 19%	3
10% - 14%	2
< 10%	1

Year 2 - School Year 2013-2014

Percent of Students Meeting College Entrance or Placement Benchmark*	Points Eligible
35% - 100%	5
30% - 34%	4
25% - 29%	3
20% - 24%	2
<20%	1

Year 3 - School Year 2014-2015

Percent of Students Meeting College Entrance or Placement Benchmark*	Points Eligible
45% - 100%	5
40% - 45%	4
35% - 39%	3
30% - 34%	2
< 30%	1

* Meeting College Entrance or Placement benchmark can be met in two ways. It can be calculated as the percentage of students: 1) meeting the overall composite score, or 2) meeting all subscore benchmarks.

Advanced Opportunities Eligible Points

Advanced Opportunity Eligible Points	Percent Completing an Advanced Opportunity Course with C or better				
Percent Completing Advanced Opportunity	90%-100%	75%-89%	60%-74%	40%-59%	≤ 39%
50% - 100%	5	5	3	2	1
25% - 50%	5	4	3	2	1
16% - 24%	4	4	3	2	1
6% - 15%	3	2	2	1	1
≤ 5%	1	1	1	1	1

Star Rating Point Range

Star Rating	Total Point Range
*****	83-100
****	67-82
***	54-66
**	40-53
*	≤39

Rewards and Sanctions

1 Star - Turnaround or Priority Schools
- 5% of schools (first year only)
- Schools identified as Priority Schools must implement the interventions required of One-Star schools regardless of their star rating.
  - To exit, they must earn a 3 Star or better for two consecutive years and must implement the interventions for three years.
- Schools identified as 1 Star but not identified as a Priority School must earn a 1 Star ranking for two consecutive years before being required to implement the interventions.
  - To exit, they must earn a 3 star ranking for two consecutive years.
- WISE Tool - Turnaround plan, coach, and focus visit
- Extended Learning and Notification of Enrollment Options required

- **2 Star - Focus Schools**
- **10% of schools (first year only)**
- **Schools identified as Focus Schools must begin implementing the interventions required of Two-Star schools regardless of their star rating.**
  - **To exit, they must earn a 3 Star or better for two consecutive years and must implement the interventions for three years.**
- **Schools identified as 2 Star but not identified as a Focus School must earn a 2 Star ranking for two consecutive years before being required to implement the interventions.**
  - **To exit, they must earn a 3 star ranking for two consecutive years.**
- **WISE Tool - Rapid Improvement plan, focus visit as needed**
- **Extended Learning and Notification of Enrollment Options required**

- 3 Star- Continuous Improvement Plan
- More flexibility through State options
- Only one year at a higher ranking to be removed
- No Extended Learning or Notification of Enrollment Options required

- 4 and 5 Star
- Eligible for recognition and rewards
- A school must be a 5 star school in order to be nominated for national awards

Rewards and Sanctions Overview - School Level

Districts	Five Star	Four Star	Three Star[§]	Two Star[**]	One Star
Recognition & Rewards	Eligible for Recognition and Rewards	Eligible for Recognition	Not eligible	Not eligible	Not eligible
WISE Tool	Continuous Improvement Plan (Optional unless school misses the AMO for their At-Risk subgroup or has an achievement gap between their At-Risk subgroup and the rest of their student population greater than that obtained by the rest of Idaho's Two-Star Schools over two consecutive years). Missing AMOs for any ESEA subgroup N>=25, must ensure an improvement plan is put into place. This plan will be monitored and administered by the district.	Continuous Improvement Plan (Optional unless school misses the AMO for their At-Risk subgroup or has an achievement gap between their At-Risk subgroup and the rest of their student population greater than that obtained by the rest of Idaho's Two-Star Schools over two consecutive years). Missing AMOs for any ESEA subgroup N>=25, must ensure an improvement plan is put into place. This plan will be monitored and administered by the district.	Continuous Improvement Plan	Rapid Improvement Plan	Turnaround Plan

Districts	Five Star	Four Star	Three Star[§]	Two Star[**]	One Star
Statewide System of Support Services	Optional	Optional	Optional	Participation Required	Participation Required
Family and Student Support Options	Optional	Optional	Optional	Must provide for eligible students	Must provide for eligible students
Professional Development Set-Aside	Optional	Optional	Optional	Required 10% of school Title I funding allocation NOTE: *This amount may aggregate into the district 10% set-aside*	Required 10% of District Title I funding allocation NOTE: *This amount may aggregate into the district 10% set-aside*
State Funding Alignment Requirements ††	No additional requirements	No additional requirements	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds

[§]Three-, four-, and five-star categories will determine school and district recognition, rewards, and accountability requirements on an annual basis.

[**] One- and two-star categories will determine school and district accountability requirements based on exit and entrance criteria defined in Sections 2.D.5 and 2.E.4.

Extended Learning and Notice of Enrollment Options

What is extended learning?

What is involved with notifying students and parents of their enrollment options?

Who is eligible?

- Limited to One and Two star schools
- Only available to students who are not proficient in core subject areas

Transition from NCLB to Star Ratings

NCLB Status 2012-2013	Star Rating for 2012-2013			
	Five or Four Stars	*Three Star*	*Two Star*	*One Star*
School Improvement (SI) Year 1	No plan required No additional requirements	Continuous Improvement Plan	Continuous Improvement Plan ~~School Choice~~	Continuous Improvement Plan ~~School Choice~~
SI Year 2	No plan required No additional requirements	Continuous Improvement Plan	Continuous Improvement Plan ~~School Choice~~ ~~STS~~	Continuous Improvement Plan ~~School Choice~~ ~~STS~~
Corrective Action (SI Year 3)	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	Continuous Improvement Plan ~~School Choice~~ ~~STS~~ A Corrective Action State Funding Alignment Plan	Continuous Improvement Plan ~~School Choice~~ ~~STS~~ A Corrective Action State Funding Alignment Plan
Restructuring Year 1: Planning (SI Year 4)	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	NCLB Restructuring Plan ~~School Choice~~ ~~STS~~ State Funding Alignment Plan	NCLB Restructuring Plan ~~School Choice STS~~ State Funding Alignment Plan
Restructuring Year 2 (or beyond): Plan Implementation (SI Year 5+)	No plan required No additional requirements	Continuous Improvement Plan State Funding Alignment Plan	NCLB Restructuring Plan Implementation ~~School Choice~~ ~~STS~~ State Funding Alignment Plan	NCLB Restructuring Plan Implementation ~~School Choice STS~~ State Funding Alignment Plan

Supporting Effective Instruction and Leadership

Idaho's Response to Principle 3 primarily provides an overview of work already done in Idaho around teacher evaluation and the process in place to create a system for administrator evaluation, including:

- Adoption of a Statewide Framework for Teacher Performance Evaluations based on the Danielson Framework for teaching,

- American Recovery and Reinvestment Act Phase II Reporting Guidance,

- Students Come First Legislation.

How Does Idaho's Evaluation System Stack up to ESEA Requirements?

Requirement	Meets Requirement	Changes Needed	Explanation
Evaluation system is used for continual improvement of instruction.	X		Required in IDAPA 08.02.02.120
Evaluation system meaningfully differentiates performance using at least three performance levels.		X	Idaho currently only requires 2.
Evaluation system uses multiple measures in determining performance levels, including as a significant factor data on student growth and student/parent surveys.	X		Required by Students Come First and IDAPA 08.02.02.120
SEA has a process for ensuring that all measures that are included in determining performance levels are valid measures.		X	Evaluation Capacity Taskforce will develop a systemic way to monitor and support this.
For grades and subjects in which assessments are required under ESEA, SEA defines a statewide approach for measuring student growth on these assessments.	~~X~~	X	Required to add language to IDAPA 08.02.02.120 that requires a portion of a teacher evaluation based on student achievement be tied to ISAT test results for all grades and all subjects, not just tested grades and subjects.
For grades and subjects in which assessments are not required under ESEA, SEA provides guidance to LEAs on what measures of student growth are appropriate and establish a system to ensure LEA's use valid measures.		X	Evaluation Capacity Taskforce will be working to develop a menu of options for measuring student growth in grades and subjects in which assessments are not required under ESEA.

Requirement	Meets Requirement	Changes Needed	Explanation
Evaluation provides clear, timely, and useful feedback that guides professional development.	X		Required under IDAPA 08.02.02.120
Ensure that evaluations occur with a frequency sufficient to ensure that feedback is provided in a timely manner to inform effective practice.		X	Idaho currently only requires one evaluation annually.
SEA guidelines will likely result in differentiated professional development that meets the need of teachers.	X		Required in IDAPA 08.02.02.120
Evaluation system will be used to inform personnel decisions.	X		Required by Students Come First and IDAPA 08.02.02.120
The SEA has a process for reviewing and approving an LEA's teacher and principal evaluation and support system.	X	X	SDE has reviewed all teacher evaluation plans but the Evaluation Capacity Taskforce will make recommendations for how to address this moving forward.
The SEA has a process for ensuring that an LEA involves teachers and principals in the development of their evaluations	X		Requires by IDAPA 08.02.02.120

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http://www.sde.idaho.gov/site/esea/